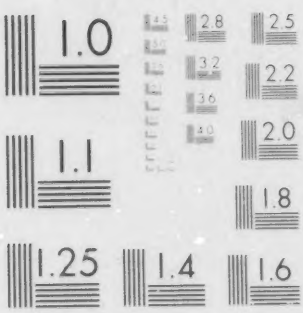

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ABSTRACT

The handbook for learning centers contains guidelines, forms, and supplementary information to be used with all children identified as having a learning disability, mild retardation, or sensory deprivation in the Norwalk, Connecticut public schools. It is stressed that the learning center should provide supportive services for at least 35 minutes daily to handicapped children enrolled in regular classes. Among items included in the handbook are screening and program planning information; referral forms; a flow chart for special education services; a definition of the learning disabled; an outline of the normal developmental sequence from 4 to 12 years of age; an explanation of tests such as the Stanford Binet, the Wechsler, the Peabody, and the Bender Gestalt; a sample profile sheet based on the Osgood-Wepman model; diagrams of learning centers; a listing of materials, equipment, and resource personnel; a glossary; both practical and professional bibliographies; and remediation guidelines for perceptual areas based on the Illinois Test of Psycholinguistic Abilities. (DB)

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HANDBOOK

FOR

LEARNING CENTERS

SPECIAL EDUCATION DEPT.
NORWALK, CONNECTICUT

1971-72

EC 070 573

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A Learning Center

A learning center consists of diagnostic teaching stations, specially equipped and staffed by a team of Special Education teachers. This team of highly selected master teachers, who have an outstanding reputation in working with the handicapped children in the area of retardation, perception, emotional disturbance, social maladjustment, reading and remedial education, works under the direction of a team leader and the principal.

These special educators are available to all children within the school, who are identified as having a "learning disability" (except the severely handicapped). All children are assigned to their regular classroom in September and retain their desks and membership in their respective classroom, or a team, in order to assure the transitional aspect of the program. This minimizes the emphasis on the disability of the child and provides him with a sense of belonging. The teacher also has no reason to suspect that "another kid was thrown in" who does not belong to her. This is consistent with the official position of C.E.C. on Civil Rights of Handicapped Children which states that "handicapped children have a RIGHT to regular education."

All children are programmed into the "Learning Center" on the recommendation of the In-School Planning and Placement Team. Emphasis is placed on educational strengths and weaknesses, rather than individual test scores, thus labeling the child according to his disability is avoided.

Each child programmed into the "Learning Center" is seen daily for at least 35 minutes, either individually or in a small group as determined by the resource teacher through educational prescription and the In-School P.P.T. A child may be programmed to one or all teachers, depending on the degree of the learning disability and the individual need.

The "Learning Center" brings supportive services to the school where handicapped children are provided Special Education which supplements the major portion of their instructional program. The teachers involved, under the direction of a team leader and the Supervisor of Special Education, are concerned with devising effective prescriptive teaching methods, and experimenting with a variety of materials and techniques to help these children learn more effectively without the feeling of being <u>labeled as exceptional</u>. Concentrated effort on remediation of the weak areas is being made by working through and reinforcing strong areas in each child.

By implementing this program we are able to halt the rapid growth of self-contained Special Education classes, and problems associated with costly transportation of these children all over the city. This program does not eliminate the need for Special Education, but merely changes and adapts it to better meet the needs of children with educational handicaps.

The benefits to each school are obvious since each school is now able to take care of its own handicapped children who can be programmed much earlier, and much time can be saved. Without the prolonged process of central evaluation, the Learning Center can play the role of prevention of disabling handicaps in children. By close cooperation with the 'regular' teacher, psychologist, social worker, speech clinician, language arts specialist, this program helps the schools to be more aware of problems and be more responsive to, and responsible for handicapped children in each school.

Resource teachers from the Learning Center are available to all teachers who have children with learning problems. They can deal with individual needs as change agents in each school.

T. Choromanski

A DEFINITION:

1. A learning disability refers to

Retardation	)	(Speech	)	(Cerebral dysfunction
	)	(Language	)	(
Disorder	) in	(Reading	) caused by	(Emotional Disturbance
	)	(Writing	)	(
Delayed development	)	(Arithmetic	)	(Behavioral Disturbance

2. Excluded from the learning disability classification but included in the Learning Center service are pupils handicapped by:

   Mental Retardation (mild)

   Sensory Deprivation (visual and auditory)

3 Culturally different pupils are also excluded from the definition and from Learning Center service if the cultural factor is the primary cause for the learning difficulty.

- -

B CHARACTERISTICS OF L.D. PUPILS:

1 Hyperactivity

2 Perceptual-motor impairments

3 Emotional lability

4. General Orientation Defects

5. Disorders of attention (e.g. short attention span, distractibility)

6. Impulsivity

7. Disorders of memory and thinking

8. Specific learning disabilities in reading, arithmetic, writing and spelling

9. Disorders of speech and hearing

10. Equivocal neurological signs and electro-encephalographic irregularities

Note: Most of these characteristics can be observed by teachers, counselors, social workers. They do not require that a specific test battery be administered.

SCREENING PROCEDURES AND PROGRAM PLANNING FOR PUPILS REQUIRING SPECIAL EDUCATION

1. Definitions:

A. A pupil is eligible for Special Education if he deviates either intellectually, physically, socially, or emotionally so markedly from normally expected growth and development patterns that he is or will be, unable to progress effectively in a regular school program, and needs a special class, special instruction, or special services.

B. Section 10-76 of the Connecticut General Statutes makes it mandatory for the town to "identify, evaluate the educational needs of, and to provide the necessary special education for children who are (1) socially and emotionally maladjusted, (2) neurologically impaired, or who are (3) suffering an identifiable learning disability which impedes his rate of developing, which disability is amenable to correction or which rate of development may be improved by special education."

2. Types of Services Provided:

A. In School (Responsibility of the school's Planning and Placement Team)

1. Assignment to the Learning Disabilities Teacher.
2. Assignment to other specialists including the speech clinician, corrective reading teacher, etc.
3. Modification of the regular school program. This might include work-study at the senior high school level; a shortened school day with supportive instruction at the elementary school level. Any modification must be communicated to the parent and there must be a follow-up by the social worker or guidance counselor.

B. In-System (Responsibility of the Central Planning and Placement Team)

1. Assignment to a self-contained special education class.
2. Placement on home instruction.

C. Out of District (Responsibility of the Central Planning and Placement Team)

1. Exclusion on legal grounds.
2. Enrollment in a state or proprietary special education facility.

3. Procedures: (In-School Service)

A. Referral: The initial referral should be from the teacher through the principal, to the psychologist or social worker. The Supervisor of Special Education will be kept appraised of potential placement by these workers and will assist in screening if needed.

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SCREENING PROCEDURES & PROGRAM PLANNING (con't)

B. Case Study: A case study conference shall precede placement and will present complete psychological, psychiatric, medical, social casework, speech and hearing evaluation, school reports, and such specialized evaluations as are necessary. Reports should be on standard forms provided, and a folder retained in the school for each pupil who is screened.

C. Placement and Follow-up by the In-School Planning and Placement Team: The placement shall be determined by the screening committee composed of the principal as chairman, and members of the professional staff charged with identification and planning of educational programs for such children.

D. The In-School Team Includes:

1. The Principal: Reviews referrals, arranges for the necessary examinations and reports, and schedules staff conferences of such professional personnel as have knowledge regarding the individual case. The principal arranges for minutes to be kept, with copies to the Director of Pupil Personnel Services and the Supervisor of Special Education.
2. Psychologist: Interprets intellectual, emotional, pertinent psychological and educational capacities or aptitudes of the child obtained through observation and psychological examinations.
3. Social Worker: Develops and interprets the case history and serves as liaison to home and agencies.
4. School Nurse: Reports and interprets medical history and follow through with those needing medical services before educational work is planned.
5. The referring Guidance Counselor and/or Teacher: Makes a comprehensive report to the committee, based on personal knowledge of the individual case, giving specific reasons for referral.
6. Speech Clinician: Secures and interprets the speech and language evaluation and provides an audiometric (hearing) threshold where needed.
7. The receiving Learning Disabilities Teacher: Will receive data relevant to the child and will provide a specific educational program, with individual adaptations according to the needs of each child based on committee recommendations.
8. Language Arts Teacher: Secures and interprets reading disabilities and test results.

E. Parent Notification:
The principal has the obligation to assign responsibility to staff members to confer with parents when a decision on placement has been reached.

Decisions as to placement, related details concerning class levels, sizes and ability, time and transportation, must conform to Section 10-76 of the Connecticut General Statutes and are the responsibility of the principal.

F. Periodic Review:
The principal has the responsibility to convene the screening committee periodically to review all students provided with Special Education.

Each child who is assigned to the Learning Disabilities teacher will retain his desk and membership in his respective grade and homeroom in order to assure the transitional aspect of the program for every child.

G. Homebound:
The In-School Planning and Placement Team is also responsible for placement and follow-up of pupils on homebound instruction for reasons of physical handicaps. Assignment to homebound for reasons of social or emotional disability is the responsibility of the Central Planning and Placement Team.

4. Referral Procedures to the Central Planning and Placement Team:

A. When the In-School Planning and Placement Team determines that the pupil's needs are not being met within the school setting, a referral is made to the Central Planning and Placement Team.

B. Only children who are identified as primarily Neurologically Impaired, Emotionally Disturbed, Mentally Retarded, Speech or Hearing Impaired, shall be placed in special classes set up for this purpose. The Central Planning and Placement Team will screen for these self-contained classes.

C. Membership of the Central Planning and Placement Team:
Director of Pupil Personnel Services
Supervisor of Special Education
School Psychologist
Assistant Supervisor of Social Work
Assistant Supervisor of Speech and Hearing
Coordinator of Health Services
The referring school principal, the receiving school principal, and all pertinent professional staff shall be invited to attend screening and placement meetings of the Central Planning and Placement Team.

WHITE CARD

The white card is to be used by all staff members when referring a pupil for special services. After being filled out, it is to go directly to the principal before it is given to the special teacher for further evaluation. These referrals may come from:

1) Regular class teachers
2) Psychological examiners with testing information
3) Speech teachers with testing information
4) Social worker

When the Special Education teacher receives the card it may be necessary to do further testing or request additional testing by specialists to aid in further interpretation of the problem. The test result sheets and all other information will be transferred to the Profile Sheet, thus giving an overall view of the child's difficulties.

SAMPLE OF WHITE CARD

PUPIL SERVICES DEPARTMENT

Referred to psychologist ___ Speech Therapist ___ Social Worker ___ New ___
Learning Center ___ Reopened ___

Name _____ Boy ___ Girl ___ Birthday _____ Tel._____

Parent/Guardian _____ Address _____

School _____ Grade ___ Teacher _____

Referred by _____ Referral Date _____ Worker _____

Statement of Problem _____

_____

_____

Comments _____

_____

_____

Intelligence _____ Speech ___ Physical Handicap ___ Reading _____

SCREENING PROCEDURES AND PROGRAM PLANNING (Con't)

D. DIAGNOSTIC EVALUATION: (The Rainbow Packet)

1. Histories

   a. Medical
   b. Developmental
   c. Family - Social

2. Physical Examination

   a. Current - general
   b. neurologic

3. Special Examination

   a. Ophthalmologic
   b. Otic

4. Laboratory Tests (Unusual in our evaluation)

5. Behavioral Assessment

   a. Academic History
   b. Psychological
      Intellectual
      Visual Motor
      Behavioral Observation

   c. Language Evaluation

   d. Educational

CONFIDENTIAL

Pupil Placement Team

Learning Center Report

Date _____

The following student has been recommended for evaluation by the Pupil Placement Team. Please complete the summary and attach to the Referral for Service:

Name _____ Grade _____

School _____ Date of Birth _____

Summary of case:

_____

Learning Center

Suggested Format for In-School P.P.T. Minutes

Pupil Placement Team Meeting

School _____ Date _____

Personnel Attending and Position: (Should be a full P.P.T.)

Case Discussed: Name _____ Age ____ Grade _____

Problem: (Example) Currently in Language Development. Results of diagnosis by Learning Center strongly indicated a perceptual problem, especially revealed in small muscle control which affects his writing. Spatial relationships, position in space, figure ground and form consistency were weak in the visual perceptual area. Also, Fred has poor eye movement and weak eye-hand coordination with a possible mid-line problem. He cannot skip, walk a balance board, or roll over from back position to left or right. As indicated by ITPA and PREB, Fred needs help in these areas, as well as with his academic subjects.

Action:
1. Immediate placement in the Learning Center for 45 minutes daily, from 9:30 - 10:15 A.M.
2. Further reevaluation by the P.P.T. in a month.
3. Instructional recommendations to be communicated by principal.

Classroom:
a. Limit amount of copying from chalk board
b. Give specific directions where to start working on paper
c. Begin cursive writing - use Kephart method or similar
d. Spelling - start below grade level list in Follett - stress tracing.
e. Math - basic add and subtract facts

Learning Center:
1. Eye movement training
2. Directionality exercises
3. Large muscle exercises - use balance board, tumbling mat, skipping

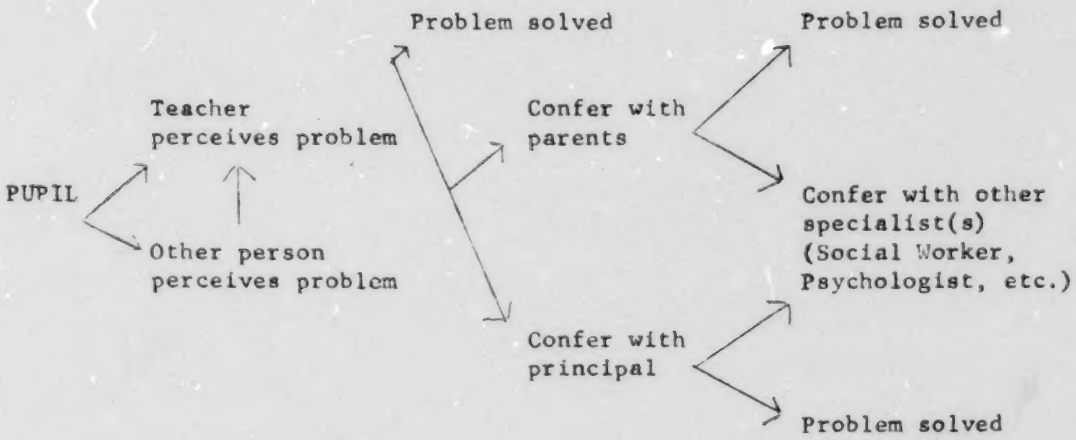
Additional Information Needed:

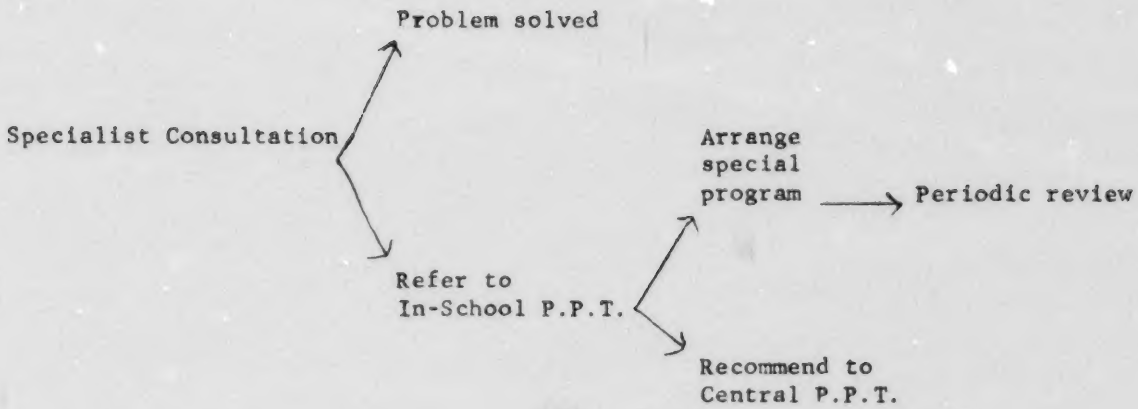
Psychological	Yes _x_	No___
Social History	Yes ___	No___
Medical	Yes ___	No___

Permission for psychological to be obtained by social worker

FLOW CHART
FOR
SPECIAL EDUCATION SERVICES

The following is an algorithmic (sequential alternatives) flow chart of procedure in response to pupils who may have special needs.





TEACHERS GUIDE

THE LEARNING DISABLED

Definition:

A. A disturbance in physical and/or physiological make up of a child which results in an inability to progress normally in learning situations.

B. A learning disability refers to any retardation, disorder, or delayed development in one or more of the processes of speech, language, reading, spelling, writing, arithmetic, and thinking.

Characteristics of Learning Disabled Children:

A. Sensori-motor-perceptual disorders -
Inadequate processes in gathering information efficiently through visual, auditory, and other sensori modes.

B. Hyperactivity - Excessive and meaningless motor activities.

C. Impulsivity - This syndrome is characterized by problems of an often good-natured child with poor impulse control. Mother describes the child as "always on the go, squirmy, unable to relax."

D. Emotional Lability - Erratic change of emotion with or without provocation, i.e. mood swing

E. General Orientation Defects - Disorders in adaptation to the environment, i.e. child's awareness of himself as the center of his environment

F. Disorders of Attention - Short span of attention and interest, distractible, lack of concentration

G. Disorders of Memory and Thinking - Loss of normal thought so that a child is unable to make sound judgment; inability to transfer learning; inability to work independently

H. Specific Learning Disabilities in Reading, Arithmetic, Writing, and Spelling - Reading disability is defined as a significant reduction in reading ability relative to general intelligence.

I. Disorders of Speech and Hearing - Poor articulation, stammering

CHARACTERISTICS OF THE SLOW LEARNING CHILD (1)

While slow learning children are more like, than different from, ordinary children they are often characterized by the concepts presented here. These ideas must be interpreted cautiously. They do not apply in every instance nor in the same degree to all children.

Intellectually they have:

1. a limited capacity to learn
2. academic achievement is generally lower
3. difficulty in engaging in abstract thinking
4. difficulty in handling symbols associated with reading, writing, and arithmetic
5. a reduced ability to see relationships between cause and effect
6. simple and superficial understanding rather than understandings which are characterized by complexity and depth
7. limited ability to solve problems
8. difficulty in generalizing and transferring knowledge
9. trouble in expressing thoughts verbally and in writing
10. reduced ability to profit from incidental learning

Emotionally they:

1. frequently have depreciated self-concepts
2. frequently do not recognize their strengths and weaknesses in the performance of tasks, in solving problems and in getting along with others
3. often are immature

Socially they:

1. often use inappropriate means of adjustment
2. often have difficulty in forming friendships with their peers
3. have some difficulty in participating, understanding and meeting everyday situations
4. often have difficulties in following and practicing certain common customs and amenities
5. often have reduced experiences upon which to base academic learning

(1) THE SLOW LEARNING PROGRAM in the ELEMENTARY and SECONDARY SCHOOLS: Curriculum Bulletin No. 119, Cincinnati Public Schools: 1964

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Characteristics of the Slow Learning Child (Con't)

Physically they:

1. Have a high incidence of handicaps
2. often have inferior motor coordination
3. have a high percentage of speech defects
4. have a high incidence of anomalies which detract from appearance

Additionally they:

1 generally have had poor experiences in school
2 frequently have experienced failure in school
3. often have adjustment problems in school
4. may come from families that do not place a high value on education.

The Emotionally Disturbed Child

The characteristics of the emotionally disturbed child, as listed heremust be interpreted cautiously. Awareness of the frequency of occurance and sensitivity of the symptomatic behavior is essential.

Signs of trouble:

1. Behavior problem (acting-out behavior)
2. Poor peer relationship, inadequate social adaptive habits
3. Aggressiveness, aggressive fantasies, and hostilities
4. Oppositional behavior
5. Temper outburst when thwarted
6. Constant fears and worries
7. Mood swings
8. Excessive fantasy life
9. Somatic complaints - i.e. develops sickness when faced with task
10. Sexual acting out
11. Daydreaming
12. Impulsiveness
13. Depression
14. Anxiety
15. Low self-concept
16. Hypersensitivity
17. Autism
18. Rhodiness
19. Convulsive disorder
20. Suicidal attempt and preoccupation
21. Provocativeness
22. Fire-setting
23. Failure pattern - poor achievement - behind two or three years
24. Nocturnal bed wetting

The Emotionally Disturbed Child (Con't)

25. Fantastic lying
26. Genital exposure
27. Fear and regression
28. Anaclitic depression - child is irritable to stimuli, no appropriate response to different stimuli
29. Lacks any signs of adaptive mechanisms
30. Extreme narcissism with affective "emptiness"
31. Diffused excitability - skin rubbing, rocking, sucking
32. Repetition compulsion
33. Compulsive masturbation
34. Phobias and compulsive rituals
35. Uncontrollable stealing
36. Insatiable demanding with concomitant selfishness
37. Motor disorders - excessive purposeless activity, tics, stammering
38. Neurotic hyperactivity
39. Withdrawn behavior - avoids possible relationship with people
40. Irritability and belligerency
41. Difficulty in concentrating
42. School phobia due to separation anxiety
43. Low self respect
44. Poor frustration tolerance
45. Vandalism
46. Thumbsucking
47. Sadistic behavior

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CHARACTERISTICS OF PEOPLE WITH GOOD MENTAL HEALTH

A. They Feel Comfortable About Themselves

They are not bowled over by their own emotions - by their fears, anger, love, jealousy, guilt or worries.
They can take life's disappointments in their stride.
They have a tolerant, easy going attitude toward themselves as well as others; they can laugh at themselves.
They neither underestimate nor overestimate their abilities.
They can accept their own shortcomings.
They have self-respect.
They feel able to deal with most situations that come their way.
They get satisfaction from simple, everyday pleasures.

B. They Feel Right About Other People

They are able to give love and to consider the interests of others.
They have personal relationships that are satisfying and lasting.
They expect to like and trust others, and take it for granted that others will like and trust them.
They respect the many differences they find in people.
They do not push people around, nor do they allow themselves to be pushed around.
They can feel they are part of a group.
They feel a sense of responsibility to their neighbors and fellow men.

C. They Are Able To Meet The Demands Of Life

They do something about their problems as they arise.
They accept their responsibilities.
They shape their environment whenever possible; they adjust to it whenever necessary.
They plan ahead but do not fear the future.
They welcome new experiences and new ideas.
They make use of their natural capacities.
They set realistic goals for themselves.
They are able to think for themselves and make their own decisions.
They put their best effort into what they do, and get satisfaction out of doing it.

DEVELOPMENTAL SEQUENCE

Age 4

Jumps - both feet
Skips
Stand one foot
Climbs jungle gym
Throw overhand
Several steps on balance beam
Button clothes
Lace shoes
Can copy a cross & circle
Draw a man: head, arms, legs
Questions endlessly
Is literal and concrete
Can count to 4 or more
Six-eight word sentences
Name primary colors
Knows own age
Can discriminate between morning and afternoon
Can execute three commissions given orally
Can go to bathroom by himself
Assertive - sometimes bossy
Prefers to play in group of two or three
Shares and has fears
Alibis and fabricates

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- -

Age 5

Smooth jumping and skipping
Can walk a straight line
Can alternate feet on walking down stairs
Can pick up small pellets, one by one, and drop in bottle quickly
Can draw a triangle and a square
Can draw a man with torso, a house, a tree, an animal
Hand dominance pretty well established
Can define simple words
Definitions are in terms of use
Has an ear and eye for detail
Language essentially complete in structure and form
Can name some of the days of the week
Can tell how old he will be next birthday
Can identify bedtime
Can print own name and a few familiar words of three and four letters, not copying
Can differentiate between pictorial similarities and differences more self-contained and self dependent
Desires companions for play - enjoys group projects
Is sensitive to social situations
Plays with imaginary companions
Has an elementary sense of shame, of disgrace, and of status, capable of anxiety - "unreasonable fears"

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DEVELOPMENTAL SEQUENCE

Age 6

Constant activity - forever climbing, crawling, running, etc.
Clumsier than at five in gross and fine motor tasks: cuts, pastes, models clay
Can copy a dissected rectangle and a crude diamond
Easily distracted by movements around him
Very talkative
Likes to use big words - slang and profanity - considerable stuttering
Can tell the difference between two simple objects
Increased ability to differentiate between fantasy and reality
Can identify suppertime and schooltime
Likes to hear about the past
Can count to 12 and beyond - can find the number of objects asked for
Can distinguish between own right and left hand, but not that of others
Tends to reverse letters and numbers
Likes to begin new things, needs help following through and planning
Likes group oral work
Likes to listen to stories
Is the center of his universe
Tends to go to extremes
Finds it hard to make decisions
Plays better with one playmate than with two
Wants to be first, wants to win, wants to be loved best
Begins to show a happier disposition - can laugh at funny things

- -

Age 7

More caution in activity
Can sit longer than at six
Less distracted by peripheral movements than at six
Can concentrate longer
Better control of pencil
Letters more uniform in writing
Drawings more accurate and recognizable
Can copy diamond quite well
Can tie a bow knot
Complains - nobody likes him, people aren't fair, nothing to play with
If angry, may retreat in silence instead of words of age six
Interested in the meaning and spelling of words
Much telephoning - use of slang and cliches
Critical of own performance
Can think logically and sequentially
Dislikes spelling
Still reverses some numbers and letters
Likes oral arithmetic

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DEVELOPMENTAL SEQUENCE

Age 4 (cont'd)
Interested in space
Concerned about himself; is a worrier, withdraws from situations
Less crying than age six, but more screeching
Fights and contradicts his peers.
Sets too high goals for himself
Is conscientious; takes responsibilities seriously, likes to plan
Is less selfish, wants to be good

Age 5
More graceful, fluent, and poised
On the Go - runs, jumps, climbs, wrestles
Ready for more organized sports
Fine motor performance - speedier, and smoother
In writing - spaces words and sentences, more uniform alignment and slant, occasional reversals or substitutions
More aware of body proportions in figure drawings - beginning to draw in prospective
Can focus easily from far to near; from blackboard to desk and back
Can copy from board and likes to write on the board
Shifts positions frequently
Healthier than previously

- - - - - - - - - - - - - - - -

Talks a great deal, exaggerates, tells tall stories
Uses language fluently, almost as adult does
Some slang and profanity, raises voice when angry or tired
Good pronunciation and grammar as a rule
Reading interest strong
Can give similarities and differences between simple objects
Can verbalize ideas and problems
Begins to understand cause and effect relationships
Differentiation between fantasy and reality established

- - - - - - - - - - - - - - - -

Enjoys reading - can tackle new words through context or by phonetics
Omits unimportant words, reverse word order in a phrase but usually maintains the meaning
Can stop in the middle of reading - talks about story, and continues on without a break
Likes oral or written arithmetic - likes to use blackboard or workboard
Can break up quantities and series into fraction and single proportions; measurement, distance, space are all of interest
Interested in other countries, Science, and collecting things
Can distinguish right and left in another person.

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DEVELOPMENTAL SEQUENCE

Age 8 (Con't)
Hates to play alone - enjoys group activity
Feels part of school group - can bide his time, take his turn
Beginning to project beyond own immediate needs - recognizing that other people have lives apart from him
"Haunts" mother and demands attention
Feelings easily hurt by careless remarks or criticism
Aggression more verbal than physical - argues, alibis, calls names, or makes disagreeable remarks
Fewer fears, less worrying
Interest in sex rather high - sexes begin spontaneously to draw apart in play

- -

Age 9
Works and plays hard - great interest in team games and skills
Handwriting is now a tool
Builds complex structures with erector set, etc.
Can hold and swing hammer well, sews easily and accurately
Can dress rapidly
Likes to watch games played by others
Language is used more as a tool, less for its own sake
May return to many incorrect grammatical uses
Reading interest increases, writes out lists and plans
Emergence of independent critical thinking
Considerable verbal criticism of parents actions
Begins to read silently on his own - some bookworms, some not at all
Fractions, decimals, and long division extend arithmetic skills
More reasonable in the interpretation of social relationships
"Best friend" of same age and sex important
Gets along well with a group of friends in spite of some quarreling
Gang or club important - less dependent on mother, relationship with father
More responsible, independent, cooperative, dependable
Impressionable, reasonable, explosive, empathetic
Enjoys competition
Aggression still chiefly verbal, but fighting and "beating somebody up" common with boys but may be in the nature of the play
A worrier and complainer

- -

Age 10
Athletic age - sheer physical activity of running, sliding, jumping and climbing rather than competitive sports
High level of stamina and health
Builds models, carpenters,- sews, knits, etc.
Can sit quietly now, doing little - TV, reading, radio

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DEVELOPMENTAL SEQUENCE

Age 10 (Con't)

Hand riting sloppier than at nine
Likes to listen to stories, likes to talk
Writes in short, choppy sentences
Likes to take things as they are - has trouble combining and connecting two facts so arithmetic may trouble him
Likes oral arithmetic
Likes to grasp visually through pictorial material, educational TV
Likes animal stories
Loves to memorize, identify facts, serialize familiar items
Numerous and various short spans of attention
Likes to talk, look, read, and listen more than "work"
Improved sense of immediate time and immediate space
Becoming more realistic and objective in his thinking
A homebody - likes to participate in family activities
Amiable both in family and with friends, but much fighting younger siblings
Little interest in members of the opposite sex
Generally easy-going and balanced
Anger not frequent, but is violent when provoked

Cannot take kidding - afraid someone will make fun of him
One of the happiest ages; not very competitive

- -

Age 11

Wiggler; on the go; cannot sit still; body in constant activity
Vast appetite for food and experience
Gains in height and weight - girls beginning to mature
Easily fatigued
Noisy, talkative
Intellectual processes are factual and not very academic
Likes his information in story form in which one action leads to another
Most don't like school - complain about homework, bossy, yelling teachers
Likes oral rather than written reports - inconsistent learning pattern
Still better at rote learning than at generalization
Wants work related to reality - mechanics of arithmetic
Prefers a certain amount of routine
Curious, restive, investigative, talkative, argumentative
Competitive toward siblings, resistant toward parents, strong feeling of family
Boys - more selective and less casual in choosing friends
Girls - friendship important - considerable verbal, emotional and physical conflicts
Neutral feelings about members of opposite sex
Anger and physical violence more prominent than at ten
The most worried, and one of the most fearful ages - highly competitive age

DEVELOPMENTAL SEQUENCE

Age 11 (Con't)

Stiff and aggressive pride in self; selfish, super-critical
Resentful of others' criticism

- -

Age 12

Enjoys athletics and games mainly for their own sake
Enthusiasms can be sustained over long periods of time in school
Can revert to lounging, sprawling, or "hacking around"
Can take initiative for doing things - camping, school projects, etc.
Enormous appetite - "Bottomless pit"
Enjoys making things; swimming (more buoyant), cooking, photography
Creative - enjoys music, shop, but doesn't want to spend a great deal of time in accomplishing the finished product
Likes to debate and have open discussions - more literate and articulate
Less contentious argumentative; calmer, more reasonable
Doesn't like to be held to too rigid a schedule - likes to finish projects
Likes dramatics - adventure stories, human interest stories, Science fiction
Better able to arrange, classify, and generalize
Less voluble; more guarded and self-critical
Growing ability to do independent work, increase in conceptual thinking
Enjoys the sheer mechanics and precision of arithmetic
Enjoys Science experiments
Enjoys family but is beginning to move away from the home; group is important
Boys - many friends and much shifting from friend to friend
Girls - expansive in friendship, relationship less intense
Interest is developing in boy-girl relationships
Immediate physical violence is characteristic response to anger
Verbal retorts are beginning to be more common
Fewer worries than at eleven, but a relatively fearful age
Less competitive than earlier - still quite a lot of self pride
Friendly, out-going, cooperative, and ready to please with adults
Enthusiastic and tolerant

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MATH DEVELOPMENTAL SEQUENCE

Grade One

Required concepts and operations:

Recognizing sets
Recognizing the number property of a set
Counting by two, five, ten
Using ordinal numbers
Grouping by tens and ones
Forming the union of sets
Subtracting numbers
Writing numerals 1-100
Naming numbers in different ways
Writing number sentences
Solving number sentences for one variable
Recognizing geometric shapes - rectangle, quadrilateral, circle, square
Measuring -
- Time: using hour and half hour intervals
- Money: using pennies, nickels, dimes
- Length: using inches

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Grade Two

Required Concepts and Operations:

Recognizing sets
Recognizing the number property of a set
Counting by two, three, four, five, ten
Using ordinal numbers
Grouping by hundreds, tens, and ones
Recognizing odd and even numbers
Forming the union of sets
Adding numbers
Finding the difference of sets
Subtracting numbers
Naming numbers in different ways
Understanding numbers 11-19
Writing sums to 20
Identifying numbers less than others
Understanding the fraction ½, ¼, 1/3, 3/4, 2/3
Regrouping in addition
Multiplying numbers
Writing number sentences using one variable
Using a variable for a missing addend
Solving word problems and equations
Measuring -
- Time: using whole hour, half hour and quarter hour intervals
- Money: using quarters and half dollars as well as pennies, nickels and dimes
- Length: using half inch intervals

Math Developmental Sequence (Con't)

Grade Three

Required Concepts and Operations:

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Recognizing sets
Recognizing the number property of a set
Identifying odd and even numbers
Using place value
Forming the union as sets
Adding numbers
Finding the difference of sets
Subtracting numbers
Multiplying numbers, dividing numbers
Regrouping in addition and subtraction examples
Naming writing numbers in different ways
Writing number sentences using one or two variables
Solving word problems (omit problems that involve inequalities)
Using the "not equal to" sign, "less than" sign, and "greater than" sign
Using the properties of numbers, associative, commutative and distributive
Writing inequalities
Finding the intersection of sets
Understanding fractions
Measuring -
- Money: using all coins and bills
- Time: using minute intervals
- Length: using 1/8 inch intervals
- Distance: using miles
- Temperature: using two degree intervals

- -

Grade Four

Required Concepts and Operations:

Concepts of sets
Numeration
Properties and techniques of Addition and Subtraction I
Properties of Multiplication and Division
Properties of Addition and Subtraction II
Techniques or Multiplication and Division
Concepts of Rational Numbers

- -

Grade Five

Required Concepts and Operations:

Extending Systems of Numeration
Factors and Primes
Extending Multiplication and Division I

Math Developmental Sequence (Con't)

Required Concepts and Operations: Grade Five

Extending Multiplication and Division II
Addition and Subtraction of Rational Numbers
Ratio

Grade Six

Required Concepts and Operations

Exponents
Multiplication of Rational Numbers
Introducing the Integers
Division of Rational Numbers
Organizing and Describing Data

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A GUIDE FOR INITIAL SCREENING OF CHILDREN WITH LEARNING DISABILITIES

(Based upon observation of classroom functioning by the classroom teacher at the time of Referral to the Learning Center)

	Yes	No	Some-times
A. Difficulty in visual-motor activites, either large or small muscle, or both. (Visual somatic movement blindness)			
1. Slow in movement			
2. Shows no interest in constructive play or sports			
3. Difficulty in throwing or catching a ball			
4. Difficulty or unable to hop for a distance of ten feet on the right or left foot			
5. Unable to walk a tapeline heel to toe on the floor or ground			
6. Unable to walk backward for a distance of ten feet looking straight ahead			
7. Cannot descend or ascend stairs with alternating feet in continuous steps			
8. Walking gait rigid or walking gait uncoordinated			
9. Unable to color within lines			
10. Unable to cut on a line			
11. Difficulty in writing on a line			
12. Difficulty with number concepts, i.e. grouping, use of numberline			
13. Jerky, immature, labored handwriting			
14. Inadequate use of space on the page, poor planning, difficulty in adhering to margin			
15. Drawings - poor spatial orientation, difficulty in making shapes (even if copying from a model)			
16. Difficulty in drawing human figures - exhibits immaturity and distorted body image			
- -			
B. Hyperactive or passive - aggressive child, often well coordinated who is likely to have severe reading disability. (Visual autonomic-meaning blindness)			
1. Flips the page of a book but finds little pleasure or meaning of pictures or printed page, or book			
2. Cannot look at anything still long enough to remember.			
3. Attention and interest span very short			
4. Failure to respond to the early visual-readiness materials that develops to a reading disability in the future			
5. Difficulty in learning words by sight method			
6. Poor visual discrimination - seen in letter, word or shape discrimination; difficulty with word configurations			

A Guide for Initial Screening (Con't)

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	Yes	No	Some-times
7. Persistent letter or number reversals			
8. Attendance to details without relating it to whole content as seen in child's drawings, observations, report of field trips, experiments, class project, book reports, etc.			
9. Difficulty in visual sequencing of letters as seen in poor spelling work			
10. Excellent memory of dates, places, personal and meaningful experiences, and can relate them in concrete and descriptive manner but not in an interpretative way or poor association			
C. Difficulty in the use of language, language meaning or poor communication (auditory perception - word sound and word meaning deafness)			
1. Severely limited in the production of verbal symbols			
2. Difficulty in understanding speech used by others			
3. May enjoy music and able to hum tunes, over sensitive to noises, but unable to differentiate articulated sounds and to attach meaning to them			
4. Able to reproduce verbal patterns with facility but words are just sound pattern, not symbols to convey meaning			
5. Difficulty in following directions as member of a whole class or when individually given			
6. Unable to select significant and relevant information in an organized manner			
7. Able to read at grade level but unable to organize or accomplish language skill work			
8. Defective auditory perception as seen in reading - difficulty in differentiating speech sounds, in establishing a phonic approach to new words in auditory sequence or spatial organization of sounds, and in blending or synthesizing isolated sound units			
D Behavioral difficulties			
1. Motor behavior may appear unfocused and pointlessly on the move; restless, impulsive, perseverative, disinhibited, clowning, boisterous, acting out forms, constant swaying of body, incessant talking			
2. Exhibits stereotype of verbal behavior such as incessant and pointless questioning to avoid the task at hand			

A Guide for Initial Screening (Con't)

	Yes	No	Some-times
3. No evidence of "transfer of learning"			
4. Lack of insight			
5. Lack of confidence in himself			
6. Inadequate planning and poor use of time; inability to work independently			
7. Inability to carry out activity in an organized way, difficulty in organizing material			
8. Unable to respond to any learning task; exhibits a narrow range of learning interests			
9. Does not finish assignment of learning task			
10. Inconsistency and unevenness of functioning; seems to grasp one day, no sense of it the next day			
11. Difficulty in shifting from one activity to another			
12. Discrepencies between oral and written performance; active in class discussion but behind in formal class work			
13. Negative attitude or lack of self motivation in learning			
14. Reading disability as a behavioral disturbance - they feel an impotence, a frustration, and often they regard themselves as "stupid"			
15. Unable to form meaningful interpersonal relationships			

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TESTS APPLICABLE TO THE LEARNING CENTER

1. Illinois Test of Psycholinguistic Abilities (ITPA)
2. Wepman- Auditory Discrimination
3. Frostig - Visual Perception
4. Valet - Evaluation of Basic Learning Abilities
5. PREB - Visual-Motor Perception, Auditory Perception, Language Development & Math Concepts
6. Purdue - Perceptual Motor Survey
7. Spache - Reading
8. Wide Range Word Recognition (WRAT)
9. Peabody Picture Vocabulary
10. Stanford Binet - Measure of global or general intelligence
11. WISC - Measure of global or general intelligence
12. Bender Visual Motor Gestalt - Tests Visual Perception or Visual Motor Capability

Note: Additional Tests, not indicated here and administered by the speech therapist or psychological examiner, may be of value in the exact diagnosis and remediation of a particular child.

EXPLANATION OF TESTS

STANFORD-BINET INTELLIGENCE SCALE
(Measure of global or general intelligence)

By the nature of this test, various types of abilities are measured in an integrated manner. For the experienced diagnostician such things as the scatter of successes (the degree to which the subject's successes are confined to a narrow range close to his mental age, as opposed to scattering through a wide range of age levels) may provide much valuable information. It may indicate the type of abilities possessed by the subject. Some authorities have established a framework for dividing the subtests into groupings in relation to "memory", "discrimination", and other similar categories, but the type of groupings may depend on the training of the diagnostician.

WECHSLER TESTS: WAIS, WISC, and WPPSI
(Measure of global or general intelligence)
(Primary, children six and up, adult)

Gives a full scale I Q. as does the Stanford Binet, and in addition it gives a Verbal and Performance I.Q.

Verbal	Performance
Information	Picture Completion
Comprehension	Picture Arrangement
Arithmetic	Block Design
Similarities	Object Assembly
Vocabulary	Coding or Mazes

Information: Assesses information from experience and education

Comprehension: Practical information and ability to evaluate past experience

Arithmetic: Concentration and arithmetic reasoning

Similarities: Ability to perceive common elements

Vocabulary: Index of schooling and learning, and range of ideas; insight into the subject's thought processes

Picture Completion: Differentiate essential from non-essential, test for visual memory

Explanation of Tests (Con't)

WISC - (Con't)

Picture Arrangement: Ability to anticipate, comprehend, and size up a total situation in relation to parts, interpretation of social situations.

Block Design: Ability to perceive and analyze forms, analysis and synthesis

Object Assembly: Putting together concrete forms, visual and motor functions

Coding: Motor speed and motor coordination

Mazes: Requires planning capability and ability to follow a visual pattern.

PEABODY PICTURE VOCABULARY (Intelligence test)

Picture test of series of 150 plates, each with four pictures. Requires no verbal response and very little motor response. Ages 3-12 It saves time but is questionable with certain minority ethnic groups to which the pictures are not common.

BENDER VISUAL MOTOR GESTALT

Tests visual motor coordination. A group of nine designs which the subject is asked to copy. Evaluation and interpretation of this test depends on the form of the designs to each other and the variety of other factors. Such things as rotation of designs and missing parts, lack of summetry, perseverance in reproducing items of dots and the like have significance.

MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION
(pre-school and young elementary)

Measures five of the operationally defined perceptual skills:
1 Eye-motor coordination
2. Figure-ground perception
3 Constancy of shape
4 Position in space
5 Spatial relationships

WEPMAN TEST FOR AUDITORY DISCRIMINATION

Presents matched word-pairs (such as sought and fought), and the child is asked to indicate whether the words read to him are the same or different. It has thirty word pairs which are different, and then which are the same.

Explanation of Tests (Con't)

PURDUE - PERCEPTUAL MOTOR SURVEY

Purpose: Detect errors in perceptual Motor Development (Motor Coordination)

Positive Aspects: Designates areas for remediation, easy to administer, no special equipment, simple scoring, not over structured.

P R E B.

Purpose: To provide a framework for identification and evaluation of factors interfering with learning in Visual Motor, Auditory Perception, Language Development, Math Concepts

Can begin at any level; gives an idea of difficulty and where to begin remediation.

EXPLANATION OF ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES

Subtest Name	Example	Functions Covered	Training Procedures
1. Auditory Reception	Answer "yes" or "no" questions, e.g. "do cars cry?"	Receptive understanding of spoken language. Imagery vocabulary and information also tapped, also ability to attend. Semantic level	Answering questions Follow verbal directions Listening to stories Reading comprehension exercises Games where clues are given
2. Visual Reception	Child is shown a picture, e.g. a nail; then must find from among four other pictures (screw, hammer, tack and pen) and object with a similar function (tack is correct answer to example)	Ability to comprehend pictures and to form concepts Functional identities are tapped (not perceptual discrimination which is automatic Semantic level	Have children describe and interpret pictures Sorting tasks in which underlying principle should be verbalized Use of maps, charts, etc.
3. Visual Sequencing Memory	Child is shown a sequence of non-meaningful figures. He must reproduce the correct sequence.	Memory for visual sequence - rote memory (not a motor task)	Copy bead series from memory. Reproduce patterns from memory Complete a visual series Encourage visualization, remember what seen and the order seen
4. Auditory Association	Verbal analogies "I cut with a saw, I pound with a . . . ." (hammer)	Ability to relate words meaningfully Taps verbal concepts of a more automatic sort than Verbal Expression (Test 8) Sematical opposites	Making good associations games of opposites, finding relationships between words, finding differences or the one that does not belong among several things.
5. Auditory Sequencing Memory	Child is told series of numbers and must repeat them in the same order	Test of immediate recall for digits. Auditory memory tapped	Repeat and complete an auditory sequence as, "one, two, three ..." Repeat a series of sounds or words or phrases. Games in which more and more ideas are added on ... "I went to the store I bought candy . ." (candy, peanuts, etc.)

EXPLANATION OF ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES (Con't)

Subtest Name	Example	Functions Covered	Training Procedures
6. Visual Association	Child is shown pictures, then finds one of four others that "goes with" the first	Ability to comprehend functional relationships; a pencil "goes with" a scratch pad Sematic level	Sorting of objects, classifying the use (origin, construction, color, form, etc.) Awareness and verbalization of principle categorization
7. Visual Closure	Four scene objects seen in varying degrees of concealment; child to find as many fish, bottles, shoes, saw, and hammer as in a scene within 30 seconds	Ability to identify a common object from an incomplete visual presentation (this is a figure-ground component) can watch scanning and directionality in responses	Find hidden pictures. Complete incomplete pictures. Jig-saw puzzles or simple pictures cut in half. FInding similarities and differences among visual objects.
8. Verbal Expressions formerly "encoding"	Child is shown object and told "tell me <u>all</u> about it" e.g. a ball, block, envelope, button	Tape verbal fluency and number of concepts child can employ (taps divergent thinking) Ability to express ideas in words and organize. Measures spontaneous language and ability to verbalize. Quality and concepts wanted; not quantity	Encourage child to verbalize ideas - ask for wide variety of uses, observations, origins, or things. Sharing times, story-telling, etc.
9. Grammatic Closures	Pictures "Here is an apple, here are two ....?" (apples)	Ability to speak Grammatically. This is automatic because child is not taught formally but learns through imitation. Taps imitative, memory abilities. Measures incidental verbal learning based on exposure. Rote level	Choral reading. Modified repetition game opportunity for child to express ideas. Adult conversation with children.

EXPLANATION OF ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES (Con't)

Subtest Name	Example	Functions Covered	Training Procedures
10. Manual Expression	Child is shown object or picture and must show how to use it, e.g. a pencil sharpener Child must set out to use without any verbalization, employing correct spatial and temporal movements.	Ability to express ideas through movement and gesture. Not motor coordination, internality or direction	Have child act out instructions or do what teacher does. Characters and role playing. Learning everyday activities. Have child demonstrate ideas.
(Supplementary) Auditory Closure	Child asked "What am I talking about bo /le?" (bottle)	Ability to fill in missing parts which were deleted in auditory presentation and to produce a complete word. Automatic functions occuring in everyday life. Rote level	Have a child learn to synthesize phonic material. Learn to break words shown into syllables. Flash cards with only one syllable of a word on each card. Child tries to find correct syllables that go together, saying words as he puts them together, e.g. corn/er can/dy, fin/ish
Sound Blending	Child has to synthesize the separate parts of a word and product an intergrated whole	Assesses the organizing process at the automatic level in the auditory vocal channel	Child blends syllables into words from teacher saying only the syliables. Child combines individual sounds into words, first being sure of the number of sounds he hears, so that he doesn't skip or slur. Use letter cards, e.g. s-unor, su-n

LEARNING RESOURCE CENTER
Summary of Test Results

Name _____ Date of Birth _____

PURDUE PERCEPTUAL MOTOR SURVEY	Initial Purdue		Final Purdue	
Walking board: Forward				
Backward				
Sideways				
Jumping				
Identification of Body Parts				
Imitation of Movement				
Obstacle Course				
Kraus-Weber				
Angels-in-the-snow				
Chalkboard: Circle				
Double Circle				
Lateral Line				
Vertical Line				
Rhythmic Writing: Rhythm				
Reproduction				
Orientation				
Ocular Pursuits: Both Eyes				
Right Eye				
Left Eye				
Convergence				
Visual Achievement: Form				
Organization				
FROSTIG DEVELOPMENT TEST	Frostig		Frostig	
OF VISUAL PERCEPTION				
Eye-Hand				
Figure-Ground				
Shape Constancy				
Position in Space				
Spatial Relations				
WEPMAN - Aud Discrimination	Wepman		Wepman	
ILLINOIS TEST OF	ITPA		ITPA	
PSYCHOLINGUISTIC ABILITIES	CA__PLA__MA__		CA__PLA__MA__	
Reception: Auditory				
Visual				
Association: Auditory				
Visual				
Memory: Auditory				
Visual				
Closure: Grammatical				
Visual				
Expression: Verbal				
Manual				
Supplementary Auditory Closure				
Tests Sound Blending				
	Mean ____			

SUMMARY OF TEST RESULTS

Name _____ Date of Birth _____

WISC	WISC
Verbal Scale IQ	
Information	
Comprehension	
Arithmetic	
Similarities	
Vocabulary	
Digit Span	
Performance Scale IQ	
Picture Completion	
Picture Arrangement	
Block Design	
Object Assembly	
Coding	
Full Scale IQ	

Stanford-Binet

Stanford Binet IQ _____

Peabody

Peabody Picture Vocabulary

M.A. _____

I.Q. _____

Wide Range Achievement	Initial WRAT	Final WRAT
Reading		
Arithmetic		
Spelling		
Total Arithmetic		
Total Reading		
Total Battery		

SUMMARY OF TEST RESULTS

Name _____ Date of Birth _____

SPACHE DIAGNOSTIC READING SCALES	Initial Spache	Final Spache
Word Recognition		
Independent Level		
Instructional Level		
Potential Level		
Phonics		
Consonant Sounds		
Vowel Sounds		
Consonant Blends		
Common Syllables		
Blending		
Letter Sounds		

, PROFILE SHEET

DECODING		ASSOCIATION		ENCODING			
Aud.	Vis.	Aud-Voc	Vis-Motor	Vocal	Motor		
1	2	3	4	5	6	(test)	CONCEPTUAL
						Remedia-tion	
7	8	9	10	11	12	(test)	SYNTACTIC
						Remedia-tion	
13	14	15	16	17	18	(test)	PERCEPTUAL
						Remedia-tion	
19	20	21	22	23	24		SENSORY

CONCEPTUAL (Classify, Judge, Reason)

Decoding (Input)		Association		Encoding (Output)	
Auditory	Visual	Aud. Vocal	Vis. Motor	Vocal	Motor
1. Giving meaning to Sound Sequence Classifying (Based on Common Conceptual Characteristics	2. Giving meaning to written symbols (Based on Common Conceptual Characterstics)	3. Meaningful associations Synonyms - Antonyms (Fire is hot, ice is ____.)	4. Comprehends what reads, Arrange pictures in meaningful sequence Arithmetic.	5. Verbally express. Use meaningful vocabulary. Express math concepts verbally	6. Meaningfully express concepts through written comp., dramatics, pantomime
(TESTS) ITPA #1 Auditory Reception	(TESTS) ITPA #2 Visual Reception	(TESTS) ITPA #3 Auditory Reception PREB. 3C, 3D, 3E, 3G 4D WISC Similarities	(TESTS) ITPA #4 Visual Association PREB. 4E, 1J(3) Spache-Read Comp. WISC Picture Arrangement	(TESTS) ITPA #5 Verbal Expression PREB. 3B Binet Vocabulary WISC Vocabulary	(TESTS) ITPA #6 Manual Expression PREB. 1K
(Remediation) Cont. Press. Rhyming Phonetic Keys to Read. Verbal Directions Games	(Remediation) SRA Basic Read. Skills Economy Co. Read. Skills Phono Visual Method Sorting Classifying	(Remediation) Cont. Press. Read. Think. Synonyms - Antonyms Games - opposite - same	(Remediation) Specific Skills Series (Using the content)	(Remediation) Peabody Lang. Kit Show & Tell Listen & Tell Touch & Say	(Remediation) Written comp. Specific skills
Karnes I		Karnes V	Karnes VI	Karnes III	Karnes IV

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SYNTACTIC (GRAMMATICAL)

7. Recognize Sequence of Sounds Sound Pattern of Language	8. Visual Pattern of Language Sight Word Vocab. Word Recognition	9. Syntax Grammatical Closure Long Term Memory Organize structure Information Rote	10. Long Term Memory Putting words in Grammatical Sequence Spelling	11. Ability to name, label. (may have initial stimulus such as picture)	12. Motorically express sequence through writing, pantomime, etc.
(TESTS) ITPA #11 PREB. 2B Spache Diagn. Scale Wide Range	(TESTS) PREB 3F Spache Word. Recogn. Wide Range Word Recog.	(TESTS) ITPA #7 Grammatic Closure PREB 1B, 1C WISC Information	(TESTS) ITPA #8 PREB 1G, 1J(2) Wide Range - Spelling	(TESTS) PREB 1B, 1C	(TESTS) PREB 4C
(Remediation) Programmed linguis. Approach. I.T.A. Phonetic (Hay Urngo) Scott-Thompson Phonics	(Remediation) Sight approach to Reading Words in Color Rebus	(Remediation) Spec. Skills Series (working with sound) Choral Reading Repetition Directions games	(Remediation) Dolche Phrase & Sent. Rolling Readers Jumble Sentences Karnes X	(Remediation) Ginn Lang. Kit Starter Concept Words Stories in Pictures	(Remediation) Written Spelling Composition, Drama, Puppetry, Pantomime

Decoding (Input)		PERCEPTUAL Association		Encoding (Output)	
Auditory	Visual	Aud.-Vocal	Vis.-Motor	Vocal	Motor
13. Discriminate sound, localize sound, pitch, rhythm, auditory, figure-ground	14. Focus and discriminate (figure-ground, position in space, spatial relations, tracking, etc.)	15. Short term memory, Aud. Attention Span, Repeat Aud. Sequence, (clapped pattern) Sound Blending (no meaning)	16. Short term memory, Vis. Attention Span, Tracking, Copying	17. Produce sound sequence (words, sentences, rote) Automatic produce sounds for developmental age	18. Coordinate movement (gross motor, balance, laterality, body image, rhythm, eye-hand, etc.)
(TESTS) ITPA #2 Sound Blending PREB 2A Spache 1-6 (tests) Wepman Aud. Disc.	(TESTS) PREG 4A, 1H Frostig (Fig.-Ground, Pos. in Space, etc.) WISC Obj. Assembly, Block Design	(TESTS) ITPA #9 Auditory Memory WISC Digit Span	(TESTS) ITPA #10 Visual Memory PREB 3A, 1A, 1D, 1E, 1F, 1J(1) Frostig - Form. Const. WISC Short Term Memory	(TESTS) PREB 4B, 2C	(TESTS) Human Figure Drawing PREB 1H, 1I, 1L Purdue - Perc. Motor Frostig Eye-Hand Bender-Gestalt
(Remediation) Readiness Aud. Disc. Activities & Skill Build. Durrell's Read. Approach Sisters of Coletta Karnes p. 12	(Remediation) Frostig, Cont. Press (vis. disc.) Ruth Cheves Fairbanks Robinson Mich. Tracking Puzzles	(Remediation) Aud. Sequence games Rote Memory games Rhythm bands Karnes VIII	(Remediation) Frostig, Cont. Press (Vis. Motor) Cheves, Erie Prog. Fairbanks Robinson, Fernald Karnes II	(Remediation) Verbal Reprod. Act. Tongue twister Rote poems Songs	(Remediation) Kephart, Barsch, Frostig, Ebersole Chaney, Benyon, Sisters of Coletta

SENSORY

19. Ability to Hear (not deaf)	20. Ability to See (not blind)	21. Ability to hear and repeat sounds (babble) Or react (jump, jerk, etc.)	22. Ability to see and speak See and do	23. Ability to Produce Sounds (Some Cerebral Palsy and part deaf can't)	24. Ability to move, maintain or inhibit movement (not orthopedically handicapped)
(TESTS) Pure Tone Audiometer. Informal observation	(TESTS) Keystone Visual Survey Opthomological Survey	(TESTS)	(TESTS)	(TESTS) Speech Evaluation	(TESTS) Neurological Evaluation
(Remediation) Train available acuity	(Remediation) Train available acuity				

N.B. Based on Osgood-Wepman Model and Work by Schiller and Deignan (Fairfield University).

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EXPLANATION OF THE PROGRAM TO PARENTS

The greatest strength available for the achievement of the goals of the Learning Center is the understanding and support of all people who work with the child, as well as the particular child's parents. As with all programs, acceptance is achieved more readily when the involved personnel are provided with the opportunity to be informed and to question.

It is the responsibility of the teacher, or teachers of the Learning Center to communicate the philosophy of the program. This can be achieved globally with the parents, through an open meeting scheduled at a time convenient for both parents and learning resourse personnel. At this time the following ideas can be pursued: (1) an over-all general philosophy of the Learning Center program, (2) the importance of parental understanding of the child's learning problem, (3) the screening program which is used for diagnosis, (4) scheduling and general time allotments, (5) role of the teachers and teacher aide, (6) a display of materials and application of materials to the need of the individual, (7) answering of general questions that parents have about the learning resource program, (8) arrangements for the encouragement of private conferences with individual parents.

Through the use of the individual conference, the parents and teachers are given an opportunity to discuss in greater detail their child's area of need, and the effect the particular learning problem may be having on the over-all growth process. The teachers may explain what they are doing to foster growth, and then give the parents ideas of things they may do at home to assist their child. Through total cooperation the child will come to know that both parents and teachers are interested in, and concerned with, his development.

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PROGRESS REPORTS

Keeping the parents informed of the child's progress is achieved through individual conferences and a written report. In the individual conferences, the progress viewed by the teachers and the learning resource program, and the progress viewed by the parents may be shared. The values of the personal element in the conference approach of reporting to parents lies in the fact that through discussion, a deeper insight may be gained into the global effect this program may have on the total development of the child. The sharing of observation by both parents and teacher will have a direct effect on the planning and programming for the needs of an individual child.

In addition to the individual conferences, a written evaluation should be forwarded to the parents. The number of written evaluations would be determined by the length of time the child is assigned to the Learning Resource Center.

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FINAL EVALUATION

The evaluation of children to the Learning Center occurs on a continuous basis through the cooperative efforts of all personnel working with the given child. As progress is noted and recommendations are formulated for specific programming and placement of a child, a more formal type evaluation is recommended. This is achieved through the utilization of the original screening tests.

Originally, a child was placed in a Learning Center for specific reasons as determined by the testing-screening program. An example being the following: a particular child was diagnosed as having weakness on the perceptual level in visual discrimination, position in space and spatial relations. This diagnosis was achieved through the subtest scores of the Frostig. The program of remediation then centered on these known areas of need.

In the evaluation of progress, the subtest which originally diagnosed the particular disability, is regiven. Comparative analysis of the two scores (pre and post) will indicate the effectiveness of the particular child's program and crystalize recommendations for further assistance, limited assistance, or removal from the program.

To achieve a complete and thorough evaluation, the entire battery of tests, as indicated on the testing model, should be given. New scores are charted and compared with the scores achieved on an initial screening. Areas of growth, areas affected by the remediation program, and areas of need are readily seen through the analysis of the test scores. Recommendations for further assistance from the learning resource program, additional diagnostic testing, referral to other special services and class placement are influenced by the profile achieved in the evaluation program.

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FACILITIES

The physical plan of the classroom should be an implementation of the philosophical structure of education itself. It should vary as do the needs of the children. One must consider the class as a functioning unit as well as the specific needs and abilities of each individual. Creative changes in the environment help to move the child from dependence on maintained structure to independance and self-maintenance. A child who may need to work in an isolated part of the class for self-maintenance and direction may not have this need throughout the year. As his ability increases, he may be moved into situations in which he may work more closely with other children. Thus, the child's changing needs require a change in the physical structure of the class.

A rigid, non-varying environment can arrest a child's development and hamper his ability to adapt. One must create an environment which will support yet direct the child toward greater adaptive behavior. Perseveration will decrease as adaptivity is incalculated into the class structure. By providing areas for independent and group work, the child will become a more well-rounded person. Thus, under the direction of the teacher, the environment may aid in promoting a child's role as an individual and as a group member.

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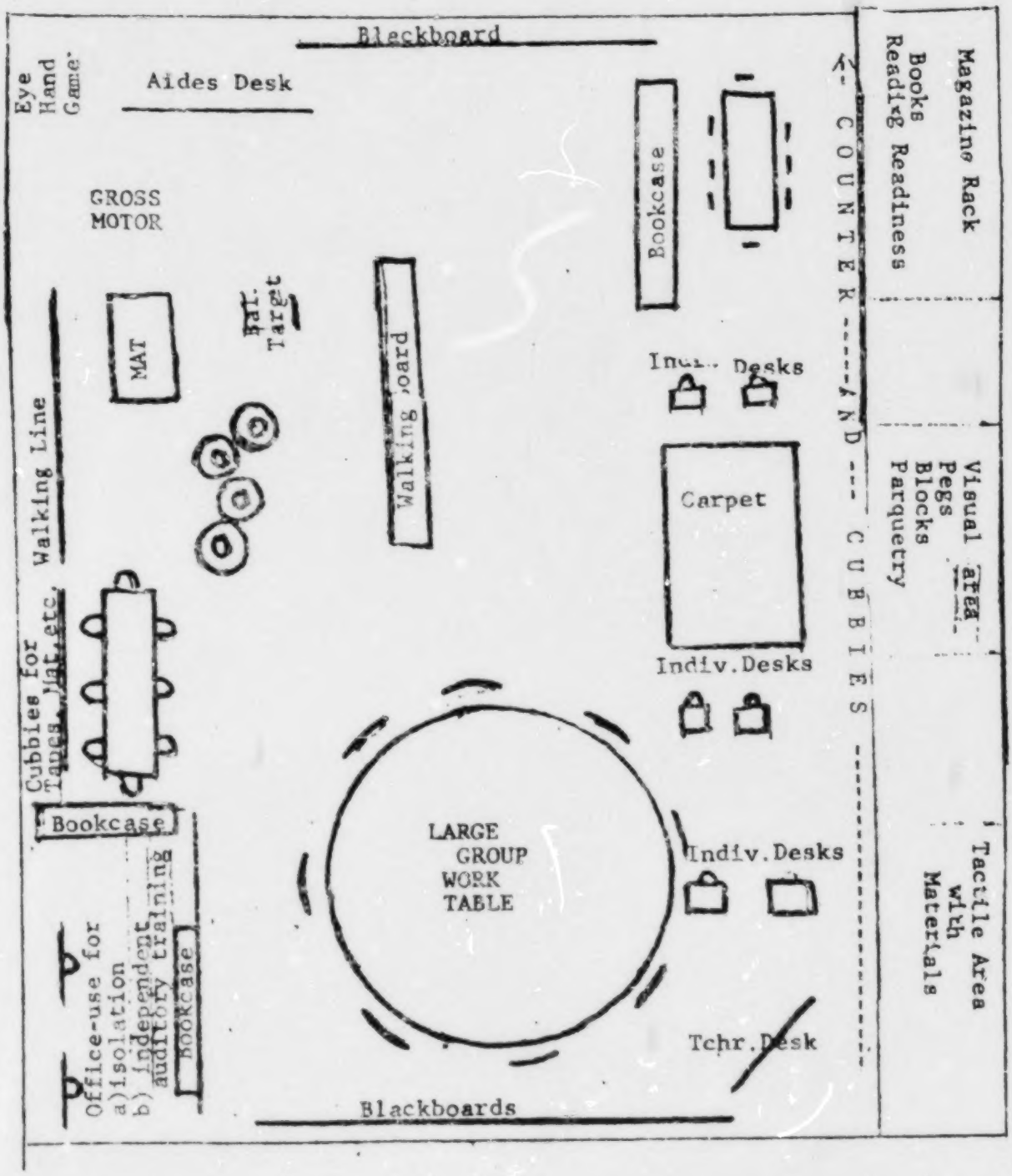
3.

LEARNING CENTER



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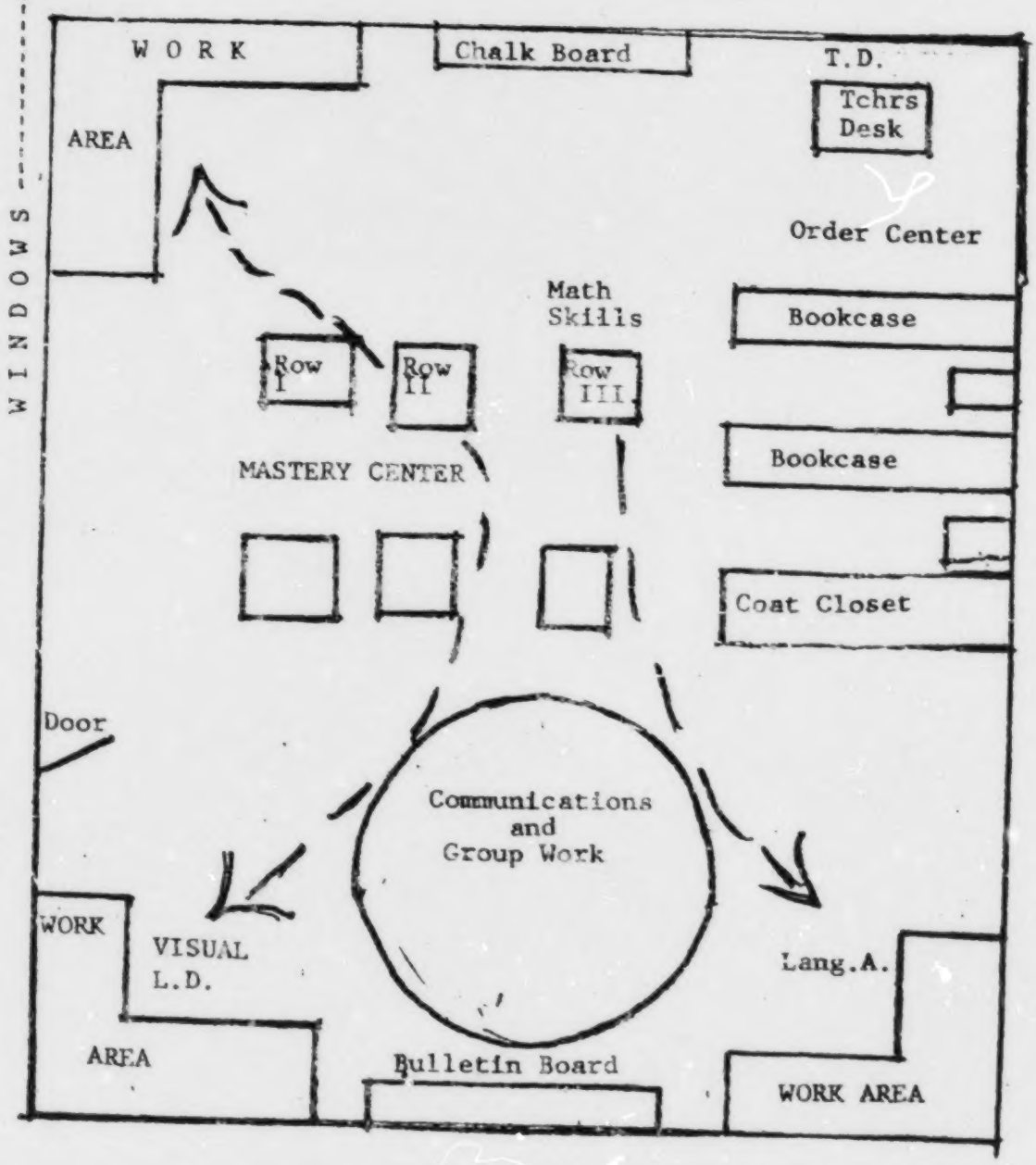
EXPLORATION CENTER (ARTS/CRAFTS - SCIENCE)



MATERIALS AND EQUIPMENT

The following is a suggestive list of materials basic to a Learning Center. Additional and varied materials should be formulated at the discretion of the teacher to meet the needs of individual children.

Alphabet Cards
Auditory Tapes

Balance Board
Balls - 8 inch and 3 inch
Balloons
Beads
Bean Bags and Target
Bells
Blocks
Burlap and needles
Buzzer Board

Cheves Program
Clay
Clothespins
Controlled Reader
Continental Press Materials

Developmental Learning Materials
Dolls - Dollhouse and furniture
Drums
Subnoff Pattern Boards

Easel
Earphones
Eire Program

Parquetry Blocks
Peabody Language Development Kits
Peg Boards
Puzzles
Records (Rhythms, Finger Play, Rope Skipping)
Rhythm Band Instruments
Ring Toss Games
Ropes

Fairbanks-Robinson (I-II)
Filmstrip Projector
Finger Paints
Flash Cards
Frostig Programs
Full length mirror

Geometric Templates and Geometric Assortment
Gym Mat
Hoops - Small and Large
Kinesthetic Materials

Ladder
Language Master

Marsden Ball
Masking Tape
Metronome
Michigan Tracking
Models (to assemble)

Overhead Projector and Viewing Screen

Sewing and Lacing Boards
Sorting Trays
Stop Watch

Tape Recorder
Tapes & Listening Stations
Ticking Timer
Tires

Walking Board
Winter Haven Materials

RESOURCE PERSONNEL

PRINCIPAL

ASSISTANT PRINCIPAL

CLASSROOM TEACHER
(Consultant for information on past performance and present progress)

SOCIAL WORKER
(Consultant for parent information, cooperation, and social adjustment)

NURSE
(Consultant for pertinent medical history and advice)

SPEECH CLINICIAN
(Consultant for specific speech, hearing, or language difficulties)

SCHOOL PSYCHOLOGIST
(Interpret evaluation and consult on emotional learning difficulties)

READING SPECIALIST
(Consultant for pre-reading orientation and reading difficulties)

SPECIAL EDUCATION CONSULTANT
(Consultant for remediation, information of learning, and emotional difficulties)

MATH CONSULTANT
(Consultant for special Math techniques)

SUPERVISOR OF SCIENCE (Special Techniques)

SUPERVISOR OF SOCIAL STUDIES (Special Techniques)

SUPERVISOR OF MUSIC (Special Techniques)

SUPERVISOR OF ART (Special Techniques)

GYM

TEACHER AIDES

THE UTILIZATION OF AN AIDE

The importance of a Special Education Aide as a para-professional needs to be acknowledged. As a general rule of thumb the teacher's aide is an assistant to the teacher. To delineate the responsibilities of the aide may limit the creativity of the teacher and aide. However, some guidelines may prove helpful.

1. Clerical duties, e.g. attendance cards, typing, running of mimeographs, etc.

2. Orders, checks or prepares specific material or equipment for use in classroom.

3. Operates automated instructional equipment.

4. Prepares transparencies for overhead projector, charts, tables, etc.

5. Preparation of materials for specific lessons.

6. Assists in maintenance of classrooms, i.e. care of materials and equipment.

7. Inventory of materials and equipment.

8. Organization and filing of children's records.

9. Arranges appointments, conferences, and field trips.

10. Scores objective tests according to procedures prescribed by the teacher.

11. Gives assistance to the students, under the direction of the teacher

12. Reports learning difficulties and successes encountered by the pupils to the teacher.

GLOSSARY

APHASIA
: Loss of ability to comprehend, manipulate or express words in speech, writing or signs.

AUDITORY CLOSURE
: ITPA test meaning a non-conceptual task of organization on the auditory level. Measures a child's ability to fill in missing parts deleted in auditory presentation and to produce a completed word. Example: tele--one.

AUDITORY MEMORY SPAN
: The number of related or unrelated items that can be recalled immediately.

AUDITORY RECEPTION
: Child's ability to derive meaning from verball presented material.

AUDITORY-VOCAL ASSOCIATION
: Child's ability to understand and relate concepts that are heard.

AUTISM
: A morbid preoccupation with fantasy life and a retreat from social experience; inability to relate.

BILATERALITY
: Ability to use both sides of the body simultaneously

BODY IMAGE
: A conscious mental picture of one's position in space and time, and how one thinks he looks. Includes the impressions one receives from internal signals and feedback from contact with others.

BRAIN DAMAGED
: Any structural injury to the brain, whether by surgery, accident, or disease

CEREBRAL PALSY
: Paralysis or muscular in coordination due to an intracranial lesion

DELAYED SPEECH
: Failure of speech to develop at the expected age

GLOSSARY (Con't)

DIRECTIONALITY
Develop after laterality, refers to one's own development of spatial relationships and spatial directions.

DISABILITY
In terms of learning, refers to a significant difference in a child's actual achievement level and his functioning capacity based on his mental abilities

DISSOCIATION
Inability to see things as a whole. The tendency to respond to a stimulus in terms of parts or segments, parts together to complete a whole; splitting of certain mental content from the main personality or a loss of normal thought-affect relationships.

DYSLEXIA
Degree of inability to read or to understand what one reads silently or aloud. A constitutional or congenital form of reading retardation.

ECHOLALIA
Repeating words, phrases, or sentences heard.

EMOTIONALLY DISTURBED
A child is emotionally disturbed when his reactions to life situations are so personally unrewarding and so inappropriate as to be unacceptable to his peers and adults.

EEG
Electroencephalgram: An instrument for graphically recording electrical currents developed in the cerebral cortex during brain functioning.

ETIOLOGY
The causes of a given condition.

EXPRESSIVE APHASIA
A disturbance of speech due to brain lesion where the major difficulty is inability to remember the pattern of movements required to produce words even though the patient knows what he wants to say.

GLOSSARY (Con't)

GRAMMATIC CLOSURE

An auditory vocal measurement conceptual level. Measures the child's ability to make use of the redundancies of oral language in acquiring automatic habits for handling syntax and grammatic inflections.

HYPERACTIVITY

Excessive activity: Usually seems to be unable to control the activity.

IMPULSIVITY

Tendency to act on impulse; responding without thinking, which is often explosive behavior where disorders exist.

INFANTILE SPEECH

Baby talk; speech characterized by substitution of speech sounds in a way a normal speaking child substitutes at an earlier age.

INFLECTION

1) Grammatically it is a change in the form of a word syntactically to convey a change in meaning, usually an affix to a stem, e.g. s,ed,ing
2) In expressive speech it is a change in pitch or tone of the voice.

INNER SPEECH

The mental image of words in terms of visual, auditory and kinesthetic sensations.

KINESTHETIC

Pertaining to the sense by which muscular motion, position, or weight are perceived.

I.Q.

A tested mental performance measured by test, such as Stanford-Binet, WISC; is inefficient in predicting performance in non-scholastic situations; is used as a possible prediction of success.

LANGUAGE

Any means, vocal or other, of communicating thought or feeling.

GLOSSARY (Con't)

LATERALITY
Refers to the internal awareness of the two sides of the body and their differences.

LARYNX
The organ of voice, sometimes called the voice box.

LUNGUISTICS
Study of the origin, structure and modifications of speech; includes phonetics, morphology (syntax) and semantics.

MANUAL EXPRESSION
ITPA meaning: A conceptual talk of expression measures the child's ability to express ideas manually by pantomine.

MATURATIONAL LAG
Differential development of areas of the brain and of personality which matures according to recognized patterns longtitudinally. A lag signifies irregularity in this pattern without structural defect, deficiency, or loss.

MEMORY SPAN
The number of related or unrelated items that cannot be recalled immediately after presentation.

MENTAL AGE (MA)
Is a yardstick for measuring a child's intellectual development. A specific mental age expresses the average intellectual attainment of children of that chronological age (CA)

MENTAL RETARDATION
Refers to sub-average general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior.

Borderline retardation
Mildly
Moderately
Severely
Profound

GLOSSARY (Con't)

MENTALLY DEFECTIVE
Organic deficits which permanently reduce the capacity for intellectual functioning.

MIDLINE
This develops as lateral awareness does. It is an imaginary line which bisects the body in two symmetrical vertical planes. Children with brain sysfunction have difficulty in crossing midline with purposeful movement. Example: Object located to right of midline is grasped with right hand; any object to left with left hand. Moving an object from side to side causes a break in activity with a shifting from one hand to the other. There is a break in continuity.

MIXED CEREBRAL DOMINANCE
The theory that language disorders may be due wholly or partly to the fact that one cerebral hemisphere does not consistently lead the others in the control of bodily movement, i.e. hemispheric dominance has not been established.

MOTOR
Pertaining to the activities of an organism as distinct from sensory processes.

MOTOR AREA
That part of the cerebral cortex that is the seat of the immediate control of voluntary acts, and of learned acts that have become stereotyped to the point of automaticity.

NONFLUENCY
A normal kind of lack of fluency in young children, sometimes labeled by adults inappropriately as stuttering.

OMISSION
Term used by speech clinicians to designate that a sound is not present in a child's speech.

OPERANT CONDITIONING
Term used by behavioral psychologists, associated with B.F. Skinner, to indicated procedures for shaping human behavior, or modifying or conditioning such behavior; used as the basis of current speech therapy, behavior modification.

GLOSSARY (Con't)

PERCEPTION
The concept concerned with the interpretation of sensory information. The mechanism by which the intellect recognizes and makes sense out of sensory stimulation. The accurate mental association of present stimuli with memories of past experiences.

PERSEVERATION
1) A continuation of a behavior after the primary or original cause has ceased to operate (difficulty in shifting from one task to another).
2) An involuntary repetition of a motor response.

PHONETICS
A term used by speech therapists which refers to the science of speech sounds and their production. Phonetics is the basis of phonics but is not identical with it in the use of symbols.

PHONICS
The study of speech sounds in reference to reading.

PHYSIOGENIC
Of physiological origin

PRIMARY STUTTERING
An early form of stuttering in children in which there is no awareness of anxiety.

PROXIMODISTAL GRADIENT
Refers to the fact that sensori motor development tends to be more rapid in the center than as the periphery of the body.

PSYCHOGENIC
Originating in the mind.

SOUND BLENDING
The child's ability to synthesize the separate parts of a word and to produce an integrated whole.

SPEECH
The oral expression of language, beginning with the birth cry and continuing through many stages of development before it becomes a useful communication tool.

GLOSSARY (Con't)

TACTILE
Sensory perception through the skin

VERBAL EXPRESSION
The child's ability to express his own concepts vocally.

VISUAL CLOSURE
The child's ability to identify a common object from an incomplete visual presentation within 30 seconds.

VISUAL MEMORY
The child's ability to reproduce non-meaningful figures.

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REMEDIATION

PERCEPTUAL MOTOR

A. Gross Motor: The simultaneous and coordinated use of several muscles or muscle groups.

Attributes of gross motor:

1. Dynamic balance - state of stability produced by the equal distribution of weight on each side of a vertical axis or midline; alignment.

2. Muscular strength - the force exerted with the whole body or with parts of it.

3. Agility - the ability to initiate movement, change direction, import movement, or adjust position speedily.

4. Flexibility - looseness of the joints and the accompanying increase in the range of movement possible in body parts associated with those joints.

5. Temporal awareness - dimension of transport; tempo achieved during a movement sequence.

B. Fine motor: The ability to integrate the movements of fingers, hands, wrists, eyes, tongue, into a purposeful, cynchronized pattern.

Attributes of fine motor:

1. Strength - fingers, toes

2. Coordination - hand-eye; foot-eye; fingers.

3. Symmetrical training in the use of both hands

4. Controlled movement - hands, fingers, eyes

5. Hand strength

6. Flexibility

7. Agility

8. Speed

9. Tongue calisthenics

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VISUAL PERCEPTION

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A. Visuo-Motor Coordination:

1. Eye Movement Patterns, i.e. numbers or letters can be placed in different parts of the room. Children look at numbers or letters to rhythmic beat in sequential order. Position numbers or letters in all six zones of space and all geometric coordinates; finger jumps near/far focus; side to side; eye pursuit movements.

2. Ocular Control, i.e. give directions while child holds his head still. Look to the right, left, up, down, corner to corner (horizontal, straight, vertical, diagonal)

3. Eye-hand control, i.e. cut around geometric figures; cut simple pictures heavily outlined; pasting, tracing.

4. Formal writing, i.e. make first letters on unlined paper. Begin with special writing paper, spaced for oneinch letters. May be color cued for starting, going, and stopping.

B. Visual Discrimination, i.e. color, form, size, and figure ground

C. Position in Space, i.e. body awareness - locate body parts, describe body part by name and function; obstacle course.

D. Visual Spatial Relationship and Organization:

1. Relationship between things in our environment, i.e. relate oneself to objects in space (up-down; over-above; under-below; in front of - behind; beside - next to; between - in the middle of; nearer - farther (closer- away from) lower than - higher than; to the left of - to the right of.

2. Drawing three dimensional figures

3. Completing form and space puzzles

4. Superimposed forms - organize space by interpreting depth

E. Visual Memory:

1. Object recall
2. Form recall
3. Symbol and number recall
4. Reproducing pattern from memory, i.e. pegboard
5. Color recall
6. Show and hide
7. Visual memory for actions

Visual Perception (Cont)

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F Visualization

1. Identify the whole when only a part is given.
2. Noting missing parts
3. Reproducing a pattern from a visual stimuli

G Visual Sequencing

1. Arrange pictures in sequence

2. Arrange letters of numerals in sequence

3. Reproduce pattern accurately from memory.

4. Pictorial sequence

H Visual Temporal Organization

1. Far point
   a. use slide projectors, tachistoscope

2. Near point
   a. three dimensional, i.e. parquetry patterns, puzzles, stacking blocks, etc.
   b. two dimensional, i.e. dot pattern, paper cutting, tracing, templates

I. Figure Ground

1. Perceive and organize patterns

2. Integrate patterns of visual stimuli

3. Distinguish the stimulus picture from the background

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AUDITORY PERCEPTION

A. Auditory Awareness

1. Gross sounds - Doorbell, noise made by vehicles, noise made by airplane, (DLI) taped sound

2. Finer sounds - listening to fast or slow music, crumpling of paper, sound made by opening or leafing a book, etc.

B. Auditory Discrimination

1. Quality of sound - rich, sharp, pleasant, etc.

2. Pitch - high or low, man's voice from a woman, a child's voice from adult

3. Rhythm - fast or slow

4. Intensity - loud or soft

5. Direction - far or near

6. Identify whether two sounds are the same or not

7. Labeling sounds - what makes the sound

8. Contrasting gross sounds - distance, volume

9. Auditory discrimination of vocal sounds
   a. discriminating paired words on the basis of same or different
   b. discriminate rhymed words
   c. identify number of syllables; open and close syllable in a word
   d. location of speech sounds
   e. identify sound to its symbol

10. Identification of specific things from musical recording

11. Foreground - background stabilization (distinguishing specific sound among others)

12. Distinguish emotion (distress, happy, frightened, pain, etc.)

C. Auditory Memory

1. March - keeping time with a regular beat

2. Imitate stress patterns

3. Recall and state the number of beats played by an instrument

4. Listen to and imitate rhythmic patterns

AUDITORY PERCEPTION (Con't)

Auditory Memory (Con't)

5. Recall and identify sounds (animal, train, jet, etc.)

6. Repeat nonsense syllables, digits (2-6 series) and monosyllabic words

7. Follow given commands

8. Recall and imitate activities performed by the teacher, such as "Simon says - - - - - -", snapping of fingers, etc.

9. Associate vowel and consonant sounds with the written symbol.

D. Auditory Sequencing

1. Reproduce sounds in sequence

2. Recall and perform a sequence of activities, i.e. snapping of fingers, clapping hands, stamping foot, etc.

3. Repeat a series of words, phrases, and sentences according to level of ability.

4. Following directions - one, two, three step directions

5. Putting events in the proper order

E. Auditory Reception

1. Understand the meaning of material or stimulus heard

2. Understand and carry out verbal directions

3. Responding to questions

4. Understanding stories that are heard; jokes that are told

5. Awareness of important events in an auditory selection

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TACTILE PERCEPTION

A. Tactile Discrimination

1. Weight
2. Form
3. Texture
4. Moisture
5. Temperature
6. Common objects
7. Gradation of objects
8. Similar and differences
9. Stereognosis - discrimination of simple figures, numerals, or letters (reproduce a design drawn on the hand or on the back of a child)

B. Tactile Memory

1. Configuration - lower and upper case letters
2. Form - formation of letter
3. Shapes
4. Comparison of size

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KINESTHETIC PERCEPTION

A. Perception of human motion (cognitive)

1. Sensitivity in body parts - pain, reflexes, etc.
2. Awareness of movement to help form accurate and rapid judgment.
3. Awareness of emotion

GUSTATORY PERCEPTION

... Gustatory Discrimination and Memory

1. Edible and inedible
2. Sour and sweet
3. Salt and bitter substance
4. Hot or cold

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OLFACTORY PERCEPTION

.. Olfactory Awareness, Discrimination, Memory

1. Location, i.e. smoke, carbon monoxide, gas, etc.
2. Intensity
3. Differences in quality - noxious and pleasant
4. Negative odors - body odors as social negatives
5. Dangerous odors - escaping gas and aroma smoke
6. Perceived, labeled, and categorized

I ITPA Basic Remedial Activities for Training
(specific teaching activities)

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Auditory Reception - ability to understand the meaning of material or stimulus heard. It includes a variety of abilities -

1) ability to discriminate sounds - gross and fine.
ability to comprehend or interpret ideas at a high conceptual level.
2) Add cues such as kinesthetic cues and visual to a task.

Subareas of Auditory Reception

1. Auditory discrimination of gross sounds: ability to differentiate and identify sounds that are not words, such as honking of a car horn, etc.

Remedial Activities for this subarea are:

a. Identifying whether two sounds are the same or different (door bell and door slams)
b. Recognizing gross sounds (raise your hand when you hear the jingle of coins)
c. Labeling sounds (what makes the sound? - keys, coins, etc.)
d. Contrasting gross sounds (distance: footsteps near and far Volume: singing - loud and soft; record player - loud and soft rate: fast - slow

II. ITPA Auditory Reception

Auditory discrimination of vocal sounds: Ability to differentiate and identify words and specific sounds in words.

a. Discriminating paired words on the basis of same and different graduated difficulty: pin-cut; pin-pet; pin-pen)
b. Discriminating rhymed words (tell which one of 4 words doesn't rhyme: (mop, top, hum, hop)
c. Discriminating words by initial sounds (one of 4 words doesn't begin like the others: big, bed, sit, boy)
d. Recognizing specific sounds in words: (does this word start with the m sound: man, mop, bus, mother)
e. Identifying initial sounds of words: (what sound does this word start with: sing, hat, little, man)

III. Auditory discrimination of emotional tone: the ability to determine the emotional content underlying spoken materials.

a. Determine emotion from the English language (child hears a story read on tape and must identify emotion. Stories convey

happiness, sadness, anger, or fear.

b. Determine emotion from the foreign language - stories and emotions are the same as in the English language.

IV. Understanding the meaning of single words (receptive vocabulary) Ability to understand the meaning of a word when it is heard.

a. Understanding nouns (point to picture of the nurse out of three choices.
b. Understanding verbs (point to the picture of someone smiling)
c. Understanding descriptive words (point to the one that is skinny)
d. Understanding prepositions (point to the picture that shows the cat under the bed)

V. Understanding multiple word combinations: understand the meaning of sentences and stories.

a. Understanding sentences - Something that is white that you drink is orange juice - is that correct?
b. Following directions - Pick up your pencil. Put your pencil on the teacher's desk. Take your seat.
c. Understanding stories - Read a story aloud. Let pupils answer comprehension questions.

ITPA - Auditory Closure

Ability to identify a word when only segments of the word are presented. Add cues to help identify the fragmented word.

A. Completing words with missing sounds: ability to give a meaningful word or words after hearing only part of the word.

1. Recognizing words with missing sounds:ca - is that cat or dog
2. Completing words with nissing sounds by sentence cues - A banana is yel...
3. Completing words with missing sounds with no cues - playgrou..
4. Generating words from beginning sounds (think of words that begin with ca____.

B. Recall of word families - ability to supply words in a specific rhyming category.

1. Recall of specific rhymed words - what rhymes with <u>head</u> and is something you sleep in?
2. Generating words in rhyming category - tell all the words that rhyme with cat.

C. Understanding distorted messages: Ability to repeat words with accents, at unusual paces, or against excessive background noises.

1. Understand messages spoken with accents.
2. Understand messages spoken at unusual paces - repeat a sentence spoken at a very fast rate.
3. Children repeat or understand a message given against a loud background noise.

ITPA _ Visual Sequential Memory

Ability to recognize and recall stimuli presented sequentially and visually.

Teaching activities to help children with visual-memory problems

1. Add motor components, such as tracing, touching, molding, etc.
2. Label the stimuli, such as color, shape, etc.
3. Accentuate the stimuli by using larger letters, bordering with dark lines, using bright colors, etc.
4. Add novelty or surprise - shouting a tachistoscopic presentation; audio-visual aids
5. Establish high motivation by initiating the reward system.

A. Foundational skills necessary for visual sequential memory ability to attend to and differentiate visually presented sequences and proceed in a left-right direction.

a. Develop selective attention to sequence of order - two sets of pictures: a cat, a dog: a dog, a cat. (Child tells if they are in the same order or not.)
b. Developing left to right progression (copying a sequence from left to right; drawing a line from left to right)

B. Visual memory for actions - Perform a series of actions (a hand clap and touching your ears) Child performs the same action in the same order.

C. Visual memory for sequences of abjects: Ability to recall objects seen in a sequence (a pencil, a crayon, a book)

a. Recognizing a sequence of objects (present a sequence of 3 or 4 objects; remove one: child must find the removed object.
b. Rearranging, then recalling sequences of objects (present a sequence of 3 objects, then scramble them, and then child must put them in correct order.

D. Visual memory for sequence of pictures: Ability to remember pictures seen in sequence.

a. Recognizing sequences of pictures (present a sequence of pictures, remove one, and have the child find the missing picture.

III. ITPA Visual

D. Recalling sequences of pictures (present a sequence of pictures and have the child verbally label the pictures seen.

E. Visual memory for sequences of colors: Ability to remember colors seen in sequence.

a. Recognizing sequences of colors (present a sequence of color cards, remove one, child tell which one is missing.
b. Recalling sequences of colors (present a sequence of colors; have a child make the same sequence from memory.

F. Visual memory for sequences of shapes: Ability to remember shapes presented in sequence.

a. Recognizing sequences of shapes - present cutouts, a circle, and a square; remove one and have a child find it)
b. Recall of sequence of shapes - present a sequence of shapes; have the child make the same sequence from memory.

G. Visual sequential memory for numbers: Ability to remember sequences of numbers presented visually.

G.a Recognition, recall, and writing of numbers from 1-20 from rote memory.
b. Recognizing number facts (show a flash card with 1 + 4 = 5; later have a child select a card with this number fact on it)
c. Recalling number facts (write the combination 9 - 3 =6; erase the 3 and have the child fill it in)

H. Visual sequential memory for letters: Ability to remember sequences of letters presented visually.

a. Recognizing and recall of the alphabet from memory.
b. Recognizing spelling words (show a card with tree on it; later show a card with tree and three: have the child point to the word seen.
c. Recalling spelling words (write a word such as mother on the board; erase it, and have the child write it.

ITPA Verbal Expression

A Imitation: Ability to mimic words or sentences

1. Imitation of single words (say "boy")
2. Imitation of sentences (say "my shirt is new".

B. Labeling

1. Label people, places, and things with nouns - What is this?
2. Label action verbs - What is the boy doing?
3. Label descriptive words - This flower is yellow and this leaf is ------.
4. Label prepositions - Where are you?

C. Defining - Ability to interpret or tell the meaning of words

1. Sentence completion of definitions (something that is red and round that you eat is a --------.
2. Show a picture of an apple. What is an apple? - Defining words words presented auditorially and visually.

D. Describing - Ability to tell as much as possible about a person, a place, a thing.

E. Conversation

1. Conversation on common topics - weather, etc.
2. Play acting - use props such as dolls, act out various roles
3. Show and tell
4. Questioning game - think of an object in the room and the children ask questions
5. Story chaining - start a story and children add onto it

F. Monologues - Ability to express vocally ideas at length without prompting from another person.

1. Show and tell
2. Retelling of stories (read a story and child retells it)
3. Descriptive monologues - (child tells stories about pictures he has drawn)
4. Imaginary monologues - (children talk on topics, such as "If I had three wishes".

SPECIAL CLASS ENROLLMENT
MONTHLY ATTENDANCE

MONTH _____

SCHOOL _____ TYPE CLASS ____ TEACHER _____ HOURS _____

All students receiving special instruction should be listed on this form, and a copy sent each month to Mr. Choromanski, Supervisor of Special Education.

CLASS SCHEDULE

TEACHER _____ ROOM_____ SCHOOL _____

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					
7					